secondary styles, and style adaptability. The results of the associated Pearson product-moment correlations indicated that there were significant relationships between the variables - number of years at present position, perceived influence on external community, and perceived friendliness of work group – and style adaptability. The results of the associated Pearson product-moment correlations also indicated that there were significant relationships between the variables – perceived friendliness of work group, and perceived helpfulness in getting the job done – and style range. No significant relationships were found, however, between the variables - number of full-time faculty, single or multi-campus, approximate annual budget for Liberal Arts/College Transfer, approximate annual budget for Vocational/Occupational Training, approximate annual budget for Non-credit/Workforce Development, whether or not there is a collective bargaining agreement in place, or student enrollment and any of the three other leadership style indicators.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Community colleges not only help students earn credits to transfer to four-year colleges or universities but have also played a pivotal role in assisting persons to transition from welfare to work. Community colleges have often been the window of opportunity for students in our society who need a second chance (Parker, 1997). For more than 20 years, community colleges have provided nurturing support systems that have empowered these students to accomplish significant academic and career results.

In the past 30 years, America's institutions of higher education have faced many problems and changes. Limited financial resources, declining enrollments, changing student demographics, increased governmental control, calls for accountability, collective bargaining— these issues and others have challenged college leaders. The process of the governance or decision-making of these organizations has often been questioned. Today the governance process has been opened up to other groups, particularly faculty and sometimes students. The changes have affected almost everyone in these institutions, but among them the role of the president probably has been most affected. This is very true in the nation's community, technical, and junior colleges. The network of over 1200 such institutions together enrolls over half of the entering college freshmen each year

(El-Khawas, Carter, & Ottinger, 1988; Pierce, 1997). Presidents of the past, especially those of the 1950s were the "builders", the people who planned and developed most of these colleges. New institutions were being built at the rate of one a week (Rushing, 1976) and the presidents were strong, authoritarian figures who knew what they wanted. However, no matter what changes the role of the community college presidents might have gone through, they still make a difference today and are continuing to play an important role leading community colleges into the new century.

Higher education leaders recognize the need for leadership training for current and aspiring leaders. This interest stems from the need to develop more effective top and middle level administrators who can successfully lead higher education into the future (Eddy et al., 1990). Furthermore, Bryant (1992) has pointed out that almost half of the current community college administrators and faculty will retire at the beginning of the 21st century. More new administrators will be needed. The findings of this study may well serve as a reference for those who are or who will be the presidents of the nation's community colleges in the future. The findings also provide additional information concerning the study of community college presidents' leadership styles.

This chapter presents a summary of the study, along with its associated conclusions, implications, and recommendations. The chapter is divided into the following major sections: Summary of Procedures, Conclusions and Implications, Recommendations for Policy Changes and Future Research, and Summary.

Summary of Procedures

The population for this study consisted of college presidents or campus CEOs employed during the 1997-1998 academic year across the 48 contiguous states and the states of Hawaii and Alaska. Out of the population of 1,271, through the use of a computer-based random selection process, the sample of 350 presidents/institutions was identified.

These 350 community college presidents or campus CEOs were mailed a demographic sheet (DIS), which requested information regarding years of experience at college administration, length of employment in present position, instructional priorities, whether or not their college has a collective bargaining agreement in place, self-reported decision-making style, and their relationships with their immediate work groups. Concurrently, Hersey's (1993) Leader Effectiveness and Adaptability Description Self (LEAD-Self) was sent to the sample participants in order to determine their perceived leadership styles. The LEAD-Self contains 12 items with four alternative behavior choices for each item. The selection of these choices is used to determine the respondents' perceived leadership styles. The four primary leadership styles identified by the instrument are S1, High Task/Low Relationship or Telling; S2, High Task/High Relationship or Selling; S3, Low Task/High Relationship or Participating; and S4, Low Task/Low Relationship or Delegating.

Of the 350 surveys mailed, 176 or 50.3% were returned. Independent t-tests and chi-square tests were first computed to compare the respondent sample with the population. The results confirmed the goodness and representativeness of the respondent

sample relative to the overall population. Responses to the LEAD-Self (Hersey, 1993) instrument were tabulated by computer for frequency of leadership style choices. Various statistical tests were then run to determine if there were any relationships between the leadership style characteristics of community college presidents generated using the LEAD-Self and the organizational contexts at their respective institutions. Frequency counts and descriptive statistics were employed to document and describe the community college presidents' perceived primary and secondary leadership styles as well as their style range and style adaptability. A set of one-way ANOVA tests at the .05 level were undertaken to determine if there were significant relationships between community college presidents' perceived primary leadership styles and the following institutional characteristics:

- Number of full-time faculty
- Percentage budget spent on Liberal Arts/College Transfer
- Percentage budget spent on Vocational Training
- Percentage budget spent on Non-Credit Workforce Development
- Enrollment

A second set of one-way ANOVAs at the .05 level was undertaken to determine if there were significant relationships between community college presidents' perceived primary leadership styles and the following personal/personnel characteristics:

- Number of years in present position
- Total number years of experience as a college administrator
- Personal influence on organizational culture
- Personal influence on external community
- Perceived friendliness of work group
- Perceived helpfulness of work group in getting the job done
- Trust in work group

Five chi-square tests were computed at the .05 level to determine if there were significant relationships between community college presidents' primary leadership styles and the following personal/personnel institutional characteristics:

- Self-reported decision-making style on DIS
- Geographical region
- Degree of urbanization
- Type of campus of the respective institutions
- Whether or not there is a collective bargaining agreement in place

Finally, two series of Pearson product-moment correlations were undertaken to determine if there were relationships between presidents' other leadership style characteristics (style range, number of secondary styles, and style adaptability) and the organizational contexts (institutional and personal/personnel characteristics) of their respective institutions.

Conclusions and Implications

This study's data provide information which forms a profile of the nation's 1,271 community college presidents (see Table 13).

Table 13

Profile of Community College CEOs

MAJOR QUESTIONS	VARIABLES	RESULTS
(1) Who are the presidents and CEOs of the nation's 1,271 community colleges?	**Gender**	Male 79.4% Female 20.6%
	Number of Years As a College Administrator	M = 20.86 SD = 8.13 Range = 0 to 40 yrs
	Number of Years in Present Position	M = 7.94 SD = 7.42 Range = 0 to 36 yrs
(2) What are the key leadership characteristics (based on self perception) of the nation's community college presidents/CEOs?	**Primary Leadership Style***	S1 Telling 1.2% S2 Selling 50.3% S3 Participating 35.6% S4 Delegating 0 S5 Multiple Style 12.9%
	Number of Secondary Style(s)	M = 1.5 SD = 0.82 Value: % — 0: 9.1; 1: 42; 2: 38.1; 3: 10.2; 4: 0.6
	Style Range**	Value: % — 1: 1.8; 2: 51.5; 3: 41.4; 4: 5.5
	Style Adaptability***	M = 25.5 SD = 2.84 Level: Score: % — Low: 0-23: 19; Moderate: 24-29: 76.3; High: 30-36: 3.7

*Primary style – one of the four styles that one would tend to use most frequently

**Style range – the total number of Hersey's quadrants in which there are two or more responses

***Style adaptability – the degree to which one is able to vary one's style appropriately to the readiness level of a follower in a specific situation

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The profile shows that community college presidents are predominately males, who have served as community college administrators for about 21 years, and have been at their present position for about 8 years. They are mostly Selling or Participating leaders, having one or two secondary styles, flexible in their leadership style, and have moderate level (24-29) of style adaptability.

Style adaptability is defined as the degree to which a respondent is able to vary his style appropriately to the readiness level of a follower in a specific situation (Hersey & Blanchard, 1988). The findings of this study indicate that most of the respondents (77.3%) fell in the moderate degree of adaptability. This finding is in agreement with the literature based on earlier studies (Gubanich, 1991; Hersey & Blanchard, 1988).

Among the respondents, 3.7% had scores equal to or greater than 30, a high degree of adaptability. Nineteen percent of the respondents had scores equal to or less than 23, which, according to the Situational Leadership Model, indicates a need for self-development to improve both the ability to diagnose task readiness and to use appropriate leader behaviors. In other words, using Situational Leadership as a model, one in five community college presidents needs improvement in his/her adaptability of leadership style. As Hersey and Blanchard (1988) pointed out in this model, the more able leaders are in adapting their behaviors to the situation, the more effective their attempts to influence followers will become. However, the results of this study imply that the effective leaders may consistently stick to one or two leadership styles, which seems to disagree with Hersey and Blanchard's model. No similar diagnostic findings have been

reported previously in the literature regarding the leadership of community college presidents.

For Fiedler, the relationship between leadership style and effectiveness depends on: (a) leader-member relations (the quality of the relationship between the leader and the group), (b) task structure (the nature of the subordinate's task – whether it is routine or complex, and (c) position power (the extent to which the leader possesses the ability to influence the behavior of subordinates through legitimate, reward, and coercive powers (Fiedler, 1967). In Fiedler's model, task-motivated leaders were most effective in extreme situations where the leader either had a great deal of influence or very little power and influence. And in situations where the leader has moderate power and influence, relationship-motivated leaders were most effective. For Hersey and Blanchard, there is no best way to influence people; the key for leadership effectiveness in their model is to match the situation with the appropriate leadership style. They propose that leaders' leadership styles usually fall into the range of four quadrants which represent four different leadership styles in their model. However, the findings of this study do not seem to fully agree with the range of Hersey and Blanchard's four leadership styles. In reality, community college presidents today only employ two, or even stick with only one of the four styles.

With regard to the second research question, no significant relationships were found between the self-perceived leadership styles of community college presidents and (a) institutional variables and (b) personal/personnel variables. The results seem to imply that there were no relationships existent between community college presidents'

leadership styles and their personal/personnel characteristics such as number of years at present position, total number years of experience as a college administrator, personal influence on organizational culture, etc. The results also imply that there were no relationships existent between community college presidents' leadership styles and their institutional characteristics such as single or multi-campus, number of full-time faculty, geographical region, etc. However, a significant relationship was found between style range and perceived friendliness of work group and perceived helpfulness of work group in getting the job done. Also a significant relationship was found between style adaptability and number of years at present position, personal influence on external community, and perceived friendliness of work group.

The significant negative relationship between style range and the number of years at present position suggests that presidents with more years in administration perceived that they are less adaptable in leadership style. In other words, the longer the length of tenure a president has at his/her present college, the lower his/her degree of leadership style adaptability. These results contradict Gubanich's (1991) findings that more experienced community college presidents or campus CEOs perceive themselves to be more adaptable in leadership styles than those who are less experienced, but are in agreement with Crawford's (1992) study that the longer community college presidents have worked in higher education, the more their leadership style is characterized by a single style. This finding implies that the longer the length of tenure a president has at his/her present college, the more possibly they tend to stick to one or two leadership styles.

The results also indicate that there is a significant relationship between presidents' perceived influences on their colleges' external community and style adaptability. This relationship suggests that community college presidents or campus CEOs who report they are more adaptable in their leadership styles have more influence on the external communities served by their institutions. No comparable findings have been reported in the literature.

In addition, the findings indicate that there is a significant negative relationship between style range and perceived friendliness of immediate work groups. This negative relationship suggests that community college presidents or campus CEOs who have less style range tend to see their immediate work groups as being friendlier than do presidents with greater style range.

The findings of this study also indicate that there is a significant positive relationship between style adaptability and perceived friendliness of work groups. This positive relationship suggests, due to the fact that friendliness of work group is scored inversely, that community college presidents or campus CEOs who feel they have friendly work groups believe they are less adaptable in their leadership styles. No other study has reported similar findings. In addition, the findings of this study indicate that there is a significant positive relationship between style range and helpfulness of work group in getting the job done. This positive relationship suggests, due to the fact that helpfulness of work group in getting the job done is scored inversely, that community college presidents or campus CEOs who feel their work groups are helpful in getting the job done tend to report a narrower range in their leadership styles. Thus far, the results

seem to suggest that community college presidents who have friendlier work groups tend to report a narrower style range and less adaptable in their leadership styles.

The results of this study indicate that there is no significant relationship between respondents' self-reported decision-making styles reported on the DIS and their primary leadership styles measured by LEAD Self. However, descriptive data analyses reveal that the highest frequency of self-reported decision-making style among the sample of presidents/CEO's is Participating decision making style (83 or 49.7%), the second highest is Delegative decision making style (56 or 33.5%), and the third highest is the double decision making style of Participating/Delegating (13 or 7.8%). However, as mentioned before, the primary leadership styles derived using the LEAD-Self instrument were Selling and Participating or a double style of Selling/Participating (see Table 14).

Table 14

Community College Presidents' Decision-making Style Reported on DIS and Primary Leadership Styles Measured by LEAD-Self

Style/Type of Questionnaire	Statistics	n = 163 (LEAD-Self)				n = 167 (DIS)
		(S1) Telling	(S2) Selling	(S3) Participating	(S4) Delegating	Multiple Styles
Primary Leadership Style by LEAD-Self	f	2	82	58	0	21
	%	1.2	50.3	35.6	0	12.9
Decision Making Style on DIS	f	2	8	83	56	18
	%	1.2	4.8	49.7	33.5	10.8

According to Hersey and Blanchard (1988), Selling is a high task/high relationship leadership style. The selling leader explains his/her decisions and provides opportunity for clarification. The participating style, on the other hand, is a high relationship/low task leadership style. The participating leader devotes little time to giving orders to followers. A leader of this type usually practices relationship behavior in which followers receive support and recognition, and the leader functions as a facilitator who removes barriers that encumber job performance. This type of leader empowers followers by delegating responsibility and encouraging open and frequent communication. In response to the items on the demographic survey, most of the respondents reported themselves as participative (49.7%) or delegative decision-makers (33.5%). Ironically, the results of LEAD-Self instruments reveal that the style they actually chose was Selling (S2) or Participating (S3). None of the respondents chose Delegating (S4). This conclusion agrees with Gubanich's (1991) in which she found that the styles of college presidents in the Rocky Mountain region fell into two of the four categories—Selling and Participating leadership styles. In an earlier study, Bennett (1987) also found the leadership styles of the majority of college presidents in the Southeast fell into the same two categories, with the exception that they perceived their primary style to be Participating and secondary style to be Selling.

In several cases, results of this study were contrary to commonly held beliefs about community college presidents' leadership styles. None of institutional or personal/personnel characteristics were related to community college presidents' primary leadership styles is one example. Another example of a result that might be considered

surprising is the negative relationship between community college presidents' number of years at present position and their style adaptability.

Recommendations for Policy Changes and Future Research

There is a need for formal mentoring programs where young administrators could explain problems and explore possible solutions with older skilled administrators. The use of case studies to facilitate reflection and the exploration of solutions and for administrators to practice using different leadership styles may provide administrators opportunities simulating the possible real situation. A decision model similar to Vroom and Yetton's (1973) may enable future leaders to follow a systematic approach to problem solving. They can identify and describe several alternative decision-making styles that can be placed on a continuum from highly autocratic to highly participatory. As a decision-maker, the leader may be autocratic in one situation and participatory in the next. Different types of situations require different types of styles. This mentoring program would allow future leaders to learn to correctly diagnose the situation and then choose an appropriate decision-making style.

The results of this study may have important implications for community college presidents. These community college presidents may want to examine the level of readiness of their faculty and staff. Readiness means job maturity and psychological maturity that are particularly important in Hersey and Blanchard's situational leadership. "Readiness in Situational Leadership is defined as the extent to which a follower has the ability and willingness to accomplish a specific task. Readiness is how ready a person is

to perform a particular task" (Hersey & Blanchard, 1988, pp. 174-175). According to their model, presidents will be more effective if they properly diagnose their employees' readiness and adapt their leadership style appropriately.

The results of this study may provide an opportunity for present and future community college presidents to reflect upon. They may like to self-examine their own leadership styles and diagnose the task readiness of their followers and then to alter their leadership style to best match the maturity of their followers and the specific situation they are in to achieve the success of their effectiveness. Furthermore, training programs for academic leaders should include some type of style adaptability assessment to encourage self-reflection. The use of style adaptability assessment for this purpose would allow future leaders to examine their ability to vary their leadership styles appropriately in relation to the readiness levels of their followers when confronted with different situations. This type of style adaptability assessment would provide academic leaders with an opportunity to improve the adaptability of their leadership styles.

The following recommendations for research are suggested to encourage refinement of the profile of community college presidents and exploration of the relationship between community college presidents' leadership styles and organizational contexts within which they work:

1. This study should be replicated using the same instrument with a different population of educational leaders (e.g., private four-year colleges) to see how the findings of this study differ from a similar study of presidents serving in organizational contexts of four-year institutions.

2. A study should be conducted that further examines the relationship between the decision-making styles and leadership styles of community college presidents.

3. A national study should be conducted that examines the relationships between community college presidents' leadership styles and their institutions' organizational cultures.

4. A national study should be conducted that examines the relationship between community college presidents' leadership styles and their facultys' job satisfaction.

5. A similar study should be conducted to examine the relationship between community college presidents' leadership styles and their relationships with their governing boards.

6. A study should be conducted using the LEAD-Other instrument to examine community college presidents' leadership styles from the perceptions of their subordinates and associates.

7. A study should be conducted that further examines the relationship between the governance structure and leadership styles of community college presidents.

Summary

The focus of this research was on development of a profile of community college presidents' leadership styles. The use of LEAD-Self indicated that the leadership style of participating community college presidents fell into three categories: Selling (50.3%), Participating (35.6%), and the double style of Selling/Participating (11%). Adaptability, the ability to alter style to adapt to varying readiness levels of followers, had three ranges:

high, moderate, and low. The majority of presidents were in the moderate adaptability range. These findings are in agreement with the literature reviewed as part of the background for the study. However, in Hersey and Blanchard's (1988) situational leadership model, four quadrants represent four possible leadership styles for leaders. The key to the success of this model is how leaders match their leadership styles to the appropriate people and situations. For example, when subordinates have low motivation, leaders should define role and direct the behavior of group members (S1, Telling). When subordinates have moderately low motivation, leaders should provide some direction, but they can attempt to persuade subordinates to accept decisions and directions (S2, Selling). The results of the study showed that most of the respondents had only two quadrants - Selling and Participating leadership styles.

This study was also designed to investigate if there were any possible relationships between community college presidents' leadership styles and the organizational contexts of their respective institutions. As operationally defined, organizational context included both institutional and personal/personnel variables. No significant relationships were found between any of the institutional and personal/ personnel variables and variations in presidents' primary leadership styles. However, with regard to leadership style adaptability, significant relationships were found for several of the set of personal/personnel variables— number of years at present position, their perceived influence on their institutions' external community, and the perceived friendliness of their immediate work group. In relation to leadership style range, significant relationships were observed for two of the personal variables – perceived

friendliness of their work group and perceived helpfulness of their work group in getting the job done. Because there has been such a limited number of leadership studies in higher education that have focused on community college presidents, further study is recommended in this area.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD PERMISSION FORM

INSTITUTIONAL REVIEW BOARD APPROVAL FORM
FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH
MISSISSIPPI STATE UNIVERSITY

STATEMENT OF BOARD: **IRB DOCKET #** 98-109

This is to certify that the research proposal entitled "Profile of Community Presidents' Leadership Style"

and submitted by: Name: Hung-yueh Daniel Wen

Department: Educational Leadership

Name of Advisor: Dr. Ned B. Lovell

to **Sponsored Programs Administration** for consideration has been reviewed by the Regulatory Compliance Officer or the IRB and approved with respect to the study of human subjects as appropriately protecting the rights and welfare of the individuals involved, employing appropriate methods of securing informed consent from these individuals and not involving undue risk in the light of potential benefits to be derived therefrom.

Administrative Approval Date: May 21, 1998

_____(A) Contingent upon receipt _____

__X__ (B) All necessary documents were received.

Expedited Approval Date: _____

_____(A) Contingent upon receipt of _____

_____(B) All necessary documents were received.

Full Board Approval Date: _____

_____(A) Contingent upon receipt of _____

_____(B) All necessary documents were received.

G C Hanis 5-21-98

MSU IRB Coordinator **Date**

Institutional Review Board Member **Date**

(Revised form 4/98)

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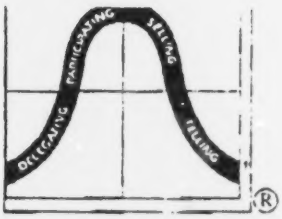
APPENDIX B

PERMISSION LETTER FOR USE OF LEAD-SELF



Leadership Studies, Inc.
230 West Third Avenue Escondido, CA 92025
Phone: 760 741-6595 • FAX: 760 747-9384
Email: situational.com

TELEFAX

DATE	March 26 1998
TO	Mr Daniel Wen
FROM	Joan Groom, Permissions Manager
SUBJECT	Permission to use the LEAD Self and Other for doctoral dissertation

Dear Mr Wen,

I have received your request to use the LEAD Self and Other in your doctoral dissertation. You may purchase these instruments at a special discount rate of $1.95 each sans the full price of 3.95 each. You will also need to purchase the LEAD Scoring instrument that is sold separately, also at $1.95 each. You will need to prepay by credit card we accept Visa, MasterCard, Discover or American Express. Shipping is at an additional charge.

If you have any further questions please don't hesitate to give me a call or fax at the numbers above.

Thank you.

Joan Groom

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APPENDIX C

DEMOGRAPHIC INFORMATION SHEET

Demographic Information Sheet

Please respond to the following items in the way that best describes you and/or your institution. The information you provide will be used to develop a profile of community college presidents' leadership style and any relationship to related demographic variables. In other words, how does the organizational context impact leadership style? Your responses to these questions are appreciated.

Official title _____

1. Number of years in present position _____

2. Total number of years in college administration _____

3. Number of full time faculty _____.

4. What best describes your campus?
   _____ Single campus
   _____ Multicampus

5. Identify the priorities of your college and their approximate annual budget percentage. Please identify the order of priorities by 1, 2, 3, and 4, 1 as the most important, 2 as the second most important, and so on.

College Priorities	**Approximate Annual Budget Allocation**
_____ Liberal Arts/College Transfer	_____%
_____ Vocational /Occupational Training	_____%
_____ Non-credit/Workforce Development	_____%
_____ Enrichment/Personal Development	_____%
_____ Other Specify_____	_____%

6. What is the ceiling on your spending authority without prior board approval?
   $_____

7. Does your institution have one ore more collective bargaining agreements?
   _____ Yes If yes, Faculty Union _____ Yes _____No
   Support Staff _____ Yes _____No
   _____ No

8. What best describes your basic decision making style?
   _____ Provide specific instructions and closely supervise performance.
   _____ Explain your decisions and provide opportunity for clarification.
   _____ Share ideas and facilitate the decision making process.
   _____ Delegate responsibility for decisions and implementation of most tasks.

9. To what extent do you perceive you have influenced the organizational culture of your college?
   _____ A great deal
   _____ Quite a lot
   _____ Some
   _____ Very little
   _____ No influence at all

10. To what extent do you perceive you have influenced the external community (civic groups, political organizations, etc.) that influence your college?
   _____ A great deal
   _____ Quite a lot
   _____ Some
   _____ Very little
   _____ No influence at all

11. To what extent are the people in your immediate work group (top administrative and support staff) friendly?
   _____ Very friendly
   _____ Quite friendly
   _____ Somewhat friendly
   _____ Very little
   _____ Not friendly at all

12. To what extent are the people in your immediate work group helpful to you in getting your job done?
   _____ Very helpful
   _____ Quite helpful
   _____ Somewhat helpful
   _____ Very little help
   _____ Not helpful at all

13. To what extent do you trust the members of your immediate work group?
   _____ A great deal of trust
   _____ Quite a lot of trust
   _____ Some trust
   _____ Very little trust
   _____ No trust at all

APPENDIX D

LETTER TO COMMUNITY COLLEGE PRESIDENTS/CAMPUS CEOS

Date

Dear President:

As part of my doctoral studies in higher education administration at Mississippi State University, I am conducting a dissertation which will develop a profile of community college presidents' leadership style. The study will assess the leadership style of community college presidents as perceived by the presidents and examine if there is a relationship between their leadership style and factors including size (enrollment) of institution, type (mission) of institution, and location (urban, suburban, or rural) of institution. This study is being conducted under the direction of Dr. Ned Lovell, Head and Professor of Educational Leadership Department at Mississippi State University.

The results of this study will allow us to address questions such as:

1. What is the national profile of community college presidents' leadership style?

2. Is there a relationship between president's leadership style and size of institution, type (college transfer or technical training) of institution, and location of institution?

I am asking your help to participate in the study. Your participation will help ensure that the results of this study represent the diversity of leaders who comprise the national community college system. Approximately ten to fifteen minutes of your time will be needed to complete the 12 item Leadership Effectiveness Adaptability Description (LEAD)-Self Questionnaire (Hersey, 1988).

Both the process and findings of the study will be kept confidential. All institutions and individuals will remain anonymous. For your participation, an executive summary of the results will be mailed to you at the end of the investigation.

Your participation will be very important to the study. Thank you for your assistance.

Sincerely,

Daniel H. Wen
Doctoral Candidate

c: Dr. Ned Lovell

APPENDIX E

FOLLOW-UP LETTER

August 9, 1998

Dear President,

About two weeks ago I sent you a questionnaire concerning a research to develop a profile of community college presidents' leadership style and examine the relationship between presidents' leadership style and organizational context.

Please take a few minutes out of your busy schedule to complete and return the questionnaire. Your response is essential to the success of this research effort. If you have already returned the requested information, please disregard this reminder.

Thank you for your assistance.

Yours truly,

Daniel H. Wen
Doctoral Candidate